THE JOURNAL OF EDUCATION

Volume 131 FEBRUARY, 1948 Number 2

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— BOOKS AND STUDY NUMBER —

How to Remember and How to Forget — SAMUEL E. BURR

The Role of the Textbook Publisher — BURR L. CHASE

Textbooks Don't Just Grow — B. R. BUCKINGHAM

Emotional Chains on Thought — ROBERT TYSON

The Menace of the Comprehensive Text — ROBERT G. ANDREE

Good Typography Lures the Learner — B. L. STRATTON

"A Book About Us" — HELENE DORSEY

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The Journal of Education

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as we go to press . . .

Our equilibrium is upset by the effort of the Office Punster to produce a slogan for this Books and Study number. Says he: "The printed word is still the book-bone of education." The more we think of it, the more convinced we are that he is right.

Because the best of textbooks do demand a certain amount of boning, and because boning is but another name for study; and because study is pretty much based on reading, thinking, remembering and forgetting — well, the whole business resolves itself into a sort of unity. And there you have the pattern for this issue of the JOURNAL.

Since so many publishers of school texts favor us with their advertising, thus giving the JOURNAL a lift and providing a sort of scholarship in the shape of lower cost to every subscriber, you may consider that this textbookish issue is by way of appreciation and reciprocity. But that is only part of the reason. There is danger that the importance of good, modern textbooks in ample supply for all the pupils in all the schools will be overlooked, especially in times of financial stress. So we have tried to bring the whole matter of the textbook and its function into focus, with publishers and others supplying pertinent information and observations.

Dr. Burr's article on "Remembering and Forgetting" gives the substance of a lecture in his orientation course for freshmen at American University. We asked for it and Dr. Burr obliged. We also requested Dr. Tyson of Hunter College to suggest some means of training young people to think clearly rather than emotionally. What he has written could apply to any of us and is no less interesting on that account.

How does it feel to be a textbook publisher? How does an editor edit a textbook? What of the mechanical side, the physical appearance of the book, say its typography? Are textbooks destined to grow larger and larger? What about that young upstart, the workbook? Again, some pointers on teaching children to read. See "The Proof of the Pudding."

So there you have our idea and the way some of our friends have helped us work it out.

What this foreword adds up to is covered by a very grand word: Integration. Yes, we have persuaded ourselves that this is an integrated number. Now pull it apart. We dare you.

Your Textbook Reporter

Two Adjustment Books

Once upon a time you were a freshman in high school, in college, in applying for a job, and getting started. What a help it would have been if some wise friend had anticipated your many awkward situations and told you how to adjust yourself! Two books designed to take the place of such a friend for students in senior high schools, are *Your High School Days and Your Plans for the Future.*

These little guidebooks are loaded with hints and answers young people will be glad to get. How to select your course of study, how to get along with your classmates, your teachers, your family, the boy or girl you think of marrying—these and many more questions are squarely faced in one book of the pair. In the sequel, you are advised on the wide variety of choices opening before you as a high school graduate. The book gives you valuable pointers on college ways and possible careers. As to occupations, the book does not pretend to describe the countless avenues, but rather to show how you should appraise your own abilities and interests, and where you can go for needed information. Both books are full of plain talk and good common sense. They should contribute much to sane and happy living.

YOUR HIGH SCHOOL DAYS, YOUR PLANS FOR THE FUTURE, by Detjens and Detjens. McGraw Hill Book Company, New York. $1.80, 2.00

Using Our Earth

No longer do the illustrations in a geography text look with envy upon the varicolored maps. Not, at any rate, in *Using Our Earth,* where fourth-graders can learn in bright surroundings a lot of basic facts about the land called United States and the changes men have wrought in the land. How the Indians caught salmon, and how the white man catches them today and puts them into little cans, faster than fish can multiply; how oranges came to grow in California, bringing irrigation with them; how forests were cleared to make farms; how ever so many things are done to force the will of men upon Mother Nature — and how the seasons, the days and the climate operate without human assistance—all are set forth, not as so much hard coal to be mined with pick and shovel, but as a series of interesting disclosures in text and picture—not masses of unrelated facts but facts clinging to related facts as in all the better study books nowadays. Lucky youngsters!

USING OUR EARTH, by Whipple and James. Macmillan Company, New York. $2.20

New Standard Arithmetics

A series of arithmetics already well known and liked now reappears with each book enlarged by the inclusion of work improvement material, aimed at strengthening the skills and the reasoning power of the pupil. The series of *New Standard Arithmetics* comprises six volumes, grades 3 to 8. A noteworthy feature is the absence of a teacher's manual, the authors averring that this would be superfluous where every step in the pupil's progress has been so carefully planned and prepared for in the text itself. If anything has been omitted that goes to make arithmetic tick, the gap is not apparent to this reporter during a necessarily swift inspection.

NEW STANDARD ARITHMETICS, by Patton and Young. Iroquois Publishing Company, Syracuse.

Plays from Radio

Probably very few English classrooms have been able to avoid discussion of plays and playlets pupils have heard on the air. Often these discussions peter out for want of precise recollection of what was said or done by the actors—or because some of the class listened and some did not.

Today we have a choice lot of these airwave productions, pinned down as it were in a book. Its title: *Plays from Radio.* There are fourteen of them, and they are given with all the apparatus needed to make them serviceable to students. The plays can be analyzed and appreciated. Or they can be enacted as real or pretended broadcasts. They offer an opportunity to learn many of the techniques of studio entertainment, if one is curious. Also they provide material for emulation by students wishing to do radio scripts for fun or pay.

Plays from Radio is edited by teachers who seem not to have missed a trick in adapting the book to classroom demands.

PLAYS FROM RADIO, by Lass, McGill and Axelrod. Houghton Mifflin Company, Boston. $1.72

New Techniques

What can be done with a pack of cards—question on one side, answer on the other—to break up the dull routine of classroom procedure? The whole matter is set forth in an 80-page pamphlet by Paul Nesbit, a high school teacher. Evidently there are many different ways of using the cards to make learning a game. The author gives directions for a great variety of groupings that he or his associates have tried. One obvious advantage is that everyone in the class participates both as pupil and as teacher. While only the enthusiastic inventor might care to introduce so many variations, there are good possibilities of mixing fun with study study, as any one may see from looking into *New Techniques for Efficient Teaching.*

NEW TECHNIQUES FOR EFFICIENT TEACHING, by Paul W. Nesbit. Published by the author, Estes Park, Colorado. Paper bound $1, cloth $1.75

My America

Recounting the history of these United States in a manner suitable for pupils in junior high grades is a constant challenge to authors, as shown by the succession of new books in this field. *My America,* by Ames, Ames and Staples, seems outstanding in its omission of non-essentials, its freedom from spread-eagle boastfulness, its emphasis on developments that concern the common citizen, and its lucid, easy style. It is aimed at and not over the heads of youngsters. Our relations with hemisphere and global neighbors, especially during the past forty years, are given adequate handling. The general arrangement is by units, such containing several chapters. Drawn illustrations rather than photographs are employed throughout. Quite unusual is the series of marginal sketches that accompany the text of the Constitution and help to explain and vivify its meaning. Some of these little cartoons require a bit of study, but they are intriguing and should make the ideas stick, once they are figured out. The typography strikes this reviewer as more attractive than the drawings, but the written text has particular merit in what it says and how it says it.

My America, by Ames, Ames and Staples. Webster Publishing Company, St. Louis.

Arithmetic 6, 7 and 8

The current philosophy of instruction in arithmetic calls for relating it to everyday situations, constant practice to insure mastery of basic operations, careful gradation, increased testing, greater sure-footedness, less taking for granted each child knows what only the brighter ones really know. This philosophy is all firmly interwoven into the new Upton and Fuller *Arithmetics, Grades* 6, 7, *and* 8—and the same goes for *Junior Arithmetic* 1, which is but an alternate title for the Grade 7 text already mentioned—a concession to the dignity of the young high schoolee.

How skilfully the plan is carried out is more than one can certify from a swift inspection, but the impression one gets from sampling a la Gallup poll is that the work is consistent with the expressed principles. The aproach to problem solving strikes us as universally smooth. A great deal of practical information about postal rates and reading gas meters, dealing with banks, and a hundred other matters is included and becomes problem material. Adoption of the plain word "Arithmetic" as the title in no way detracts from the social and economic competence envisioned by the authors with never a lapse that this observer has been able to detect.

Arithmetic, 6, 7, 8. Upton and Fuller. American Book Company, New York.

Old World Lands

A noteworthy series of elementary geographies has just been rounded off with *Old World Lands*. Here in clearly written text, in attractive illustrations and maps drawn especially for this book, one may visualize the countries outside our hemisphere, covering three continents and Australia and containing seven-eighth of the world's population. How the soil, contour, waterways and climate of each land affect the lives and occupations of the people is told in sufficient detail but without long lists of exports or imports to remember. The days of empire are not over, or it would not be possible to cover most of Africa in connection with France, Britain, and Belgium, leaving only Liberia and Ethiopia to be treated in a separate chapter. Extra space is given to the parts of Asia bordering the Pacific, and to Soviet Russia. The latter's expansion in Western Europe is explained as a security measure, not rebuked or referred to as aggression. In general, the volume is less concerned with the political movements of the nations than with their economic and social conditions. It is a geography, built on broad lines, designed to help the pupils understand their global neighbors. A final chapter introduces the United Nations and the peace-prompting atomic weapon. At no point does this text make the subject of geography seem arduous or repellent as did many corresponding texts of an earlier day. This much is real gain.

Old World Lands, by Barrows, Parker and Sorenson. Silver Burdett Company, New York. $2.88

Reading for Today

Three books for grades 7 to 9 are bannered *Reading for Today*. Their aim is threefold: to interest; to inform; and to develop and refine the reading skills acquired in earlier years. The last-named objective is sought through suggestions attached to the selections throughout the books, and through a concluding chapter in each volume—a chapter addressed to the pupils and containing many worthwhile hints on bettering one's reading ability through study of words, attention to ideas, increasing the eye span and otherwise. The bulk of each book consists of stories, essays and poems, evidently chosen for the pleasure and comprehension of pupils rather than to meet traditional standards of what a teen ager should have read by such an age. Selections are arranged in units representing typical interests—animals, our country, our world, great patriots, scientists, and personalities, humor, poetry. The editors have had an eye to wholesome social attitudes. There is a welcome absence of cold or unrelated facts about authors in the scattered introductory notes, these notes introducing the materials itself rather than who was the author's uncle. The books are fairly thick, but surprisingly light in weight. The type is clear and of medium size.

These readers are worth reading and are likely to be taken with a minimum protest.

Reading for Today, Books, I, II, and III. Orr, Holston and Center. Charles Scribner's Sons, New York. $1.88, $1.88, $2.00

Our Second Speech Book

We recognize an acquaintance by his voice on the telephone quite as certainly as by his looks. Since speech is so distinctive a mark of identification, and since all of us are more or less rated by our way of speaking, it is astonishing to think how little attention is usually given to speech improvement to the schools. Greetings and felicitations to *Our Second Speech Book* by M. Pearl Lloyd. With its assistance any teacher of grade three or four should be able to accomplish minor miracles. Every ordinary letter sound in our language is presented, with clear directions on how it is formed and uttered, with exercises adapted to elementary middlers, and with cleverly devised verses to train the tongues of twenty to forty youngsters all at once. The book concludes with material for choral reading. This part is noteworthy for the leeway left the teacher for assigning parts, and for the frequent suggestion of solo reading to alternate with full chorus. Significant attention is given throughout the text to tones and inflections. The only trouble is that half the population of the United States cannot be put back into the primary department to undergo the drill provided in *Our Second Speech*.

Our Second Speech *Book*, by M. Pearl Lloyd. Newson and Company, New York. $1.20

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Editorials

The Family Idea

The corner drug store of a certain New England town displays a notebook of coming events. Here any local group intending to stage an entertainment or a celebration is expected to make entry of the fact, thus reserving the date against possible competition. If any similar notebook were maintained on a national scale, you would be sure to find the period of February 22 to 29 reserved as Brotherhood Week.

Mankind has been writing its history for six thousand years in blood. Viewed in one way, the whole thing has been an orgy of survival. Predatory tribes have roamed the earth, seeking territory and dominion. Groups and classes have risen upon the shoulders of other groups and classes.

The time has finally arrived when to live and let live is both possible and imperative. We can dwell together as one great family with enough food and comforts and good will to go around—we can think and act as brothers—and we need not suffer serious privation, but can be enriched in material possessions and in spirit by this sharing.

A Parable for Grabbers

A certain man owned a merrygoround. It was just like all the merrygorounds you have seen. Lions, horses, giraffes, camels, elephants and little cars went whirling about and moving up and down to music.

Naturally a pole had been set up in the ground near the merrygoround—a pole having an arm that reached in toward the outer rim of riders and tempted them to grab a small ring. As soon as one ring was taken, another was there in its place. All the rings but one were of iron. The one you wanted was of brass. If you got the brass ring, your next ride was free.

Now the owner liked to see people happy. When he noticed how happy the rider with the brass ring always was, he decided to insert two brass rings in the machine instead of one. Thus he made two persons happy each time the great whirligig ended its round-and-round journey and paused while fares were collected from the other people. Now that there were two brass rings, more people than ever seemed to be attracted.

So the organ ground out its tune and the owner had another inspiration. If two brass rings were good, why not a third?

He acted on the idea at once, and inserted a third brass ring.

You can guess the rest of the story. The foolish fellow kept adding brass rings until there was no room left for iron ones. You never saw so much happiness inside a thirty-foot circle in your life.

The only unhappy person was the owner. In his desire to see more smiles he had overlooked the fact that dimes and nickels were needed to pay for the concession and for power to run his engine, and even for his own living.

It was not long before that merrygoround had stopped for good and all. The owner was bankrupt.

The owner was a foolish fellow, you say, and of course he was. But when all was over and the big plaything moved away, the crowd had a sense of emptiness and loss that made them feel that they too had been foolish.

Those who take advantage of some favorable situation of short supply, exceptional bargaining power or legal loophole to obtain free rides whether in wages, profits or governmental handout, are hastening the day when the merrygoround will cease and fail. In short—the boom will change to "bust" all the sooner and more surely because of the brass rings they have so nonchalantly grabbed.

The Battle of Philadelphia

Every so often the citizens of a community become aroused over their schools. A case in point is Philadelpia. There the impression somehow got around that pupils climb automatically from grade to grade, regardless of effort, ability or achievement.

Whether wholesale promotions were actually recommended by the administration in an official directive to school principals is difficult to learn, since the mimeographed copies of those orders are now so rare as to be collectors' items. Superintendent Stoddard is backed by the Board of Education in denying that automatic promotion is or ever has been the Philadelphia policy. That it has been a tendency, on the other hand, is charged by some parents and also by some teachers. At any rate a battle has been raging in the press and elsewhere between the administration and various irate individuals and groups. The objectors charge that the progress of earnest, capable students is hampered by the presence of classmates who are unable to do the work or unwilling to try. Obviously, too, if word has been passed about among the pupils that everyone will be promoted regardless, this is enough to spread demoralization.

The Board of Education has conducted its own inquiry and issued a report. It has given consideration, it says, to all testimony and complaints, oral and written—from none of which it troubles to quote.

The report goes on to state that 18 percent of the elementary pupils have been required to repeat one or more grade sections, while the corresponding ratio of subject failures in high schools has been 14 percent. Maybe it is easier to move up in high school than in the lower school. Nothing is said about the relation of subject failures to graduation.

The board's report reasonably points out that the vastly increased percentage of the population attending high schools in recent years has necessitated a change of educational philosophy. Today's schools are committed to giving the slow as well as the bright the best that they can take to equip them for intelligent citizenship and individual living. The board admits that more adjustment experts, special classes, and a general reduction in class size throughout the system would greatly help—all of which will cost money.

Whether the board makes the wisest use of the money it already has to spend is disputed by some observers. They cite substantial pay boosts to the superintendent and enlargements of his staff. It is strongly hinted in certain quarters that the administration is dictatorial in spirit and deaf to criticism or suggestion. Yet the fact that the citizens are commencing to watch and to protest can hardly fail to put the school authorities on their toes.

Are Private Schools "Better"?

It is an unwritten article of the Bill of Rights that parents are free to choose the type of school they wish their children to attend. Compulsory education puts no lid on the selection of schools—compels no child to attend a publicly supported school unless, for financial or other reasons, such a school is preferred. Americans have a lot of liberties not specifically guaranteed to them in the Constitution.

Friends of the independent school often worry about the survival of this institution. They hardly need to worry on this point. Besides those families that put a high value on exclusiveness and social standing, there will always be many who simply want their children to have the best education obtainable and who believe the place to get this is in a private school.

Now the truth is that private schools vary widely in their standards and performance. The one advantage most of them have in common is that of smaller classes. These enable the teachers to know their pupils as individuals and to give each pupil more attention. Even this advantage, however, is offset in some private schools by an utter lack of discipline. If a teacher must take half the period to quell class exurberance to a point where anything can be taught or learned, the class of twenty will learn no more than a class of forty learns in a school where orderly behavior is taken for granted.

Parents who are divorced or too selfish to look after their children at home, frequently send them to private schools to get rid of them. It is no great privilege for children of normal homes to be associated with those rich little waifs.

Statistics are not available on how many so-called independent schools are independent enough to cull out and dismiss pupils who are a detriment to the school, but the tendency is to find excuses for keeping every customer possible. This is not to say that public schools are any superior in this respect, though their reasons for keeping dolts and drones on the rolls are slightly different.

There are always some children in public schools who would be vastly better off to be in a really good private school. All of us have seen miracles of transformed personality after a boy has changed from public to private school. The well-established private school has an opportunity to do a better job than the average public school can do. Whether it lives up to that opportunity cannot be judged from the school's catalog alone.

But How Do You Know?

More than one administrator has been heard to say, "I ask my teachers for suggestions but they never have any." Some teachers, no doubt, are pretty dumb. Others, no doubt, are too busy with their private concerns to bother about ideas. But not so fast, Mr. Topman!

You don't get ideas from your teachers unless you are receptive to ideas. If you always rate your own ideas above everyone else's; if, when you borrow an idea, you never give credit to its source; or if your only response to any idea expressed by a co-worker is a volley of verbal brickbats—naturally you won't have ideas offered you very lavishly.

Ideas are timid little half-grown spirits that quickly fly away on seeing they're not wanted. They need to be praised and thanked and encouraged if they are to remain and bring their playmates.

To begin with, you might set up a question box in the outer office, and invite teachers to drop suggestions, signed or unsigned, into it. There might even be small prizes for the best suggestions of the month or term.

Try asking teachers to be thinking of a specified problem so they can have ideas ready at the next faculty meeting. Or delegate one or two persons to go around and collect ideas through private interviews.

Of course nobody you ever met would be like this. But we heard of a school officer who not only did not want ideas but actually took revenge on those who dared to have them.

As admitted above, some teachers may be dumb. But not many are dumb enough to chop their own heads off.

HOW TO REMEMBER AND HOW TO FORGET

SAMUEL ENGLE BURR
American University
Washington, D. C.

THE chief purpose of this article is to present some of the suggestions being made to certain groups of college freshmen on the subject of "How to Remember and How to Forget." It will be found that they apply equally well to students in other groups, and to those on other academic levels, also.

Basic Factors in the Memory Process

If it can be assumed that the student realizes a real need for remembering certain things which are new to him, then it appears to be helpful for the student to pause and make some analysis of the mental processes involved in remembering. He should know what the basic factors in learning and remembering are and he should try to make practical application of them in his own case. Most authorities will agree that there some six fairly distinct steps involved in remembering.

First, an impression must be received by the student. It may be the sound of a new word in English or in some other language. It may be a new arm or finger movement involved in playing a piano selection. It may be a new color harmony in painting, a short cut to the solution of a problem in mathematics, or a different odor produced by mixing certain chemicals. Or it may be a new synthesis of previously learned facts. No matter what its nature, to be most effective, it should be a definite and clear cut impression. It should be distinct enough and strong enough to register in the mind of the student.

Second, the impression should touch some aspect or facet of the apperceptive mass of knowledge which the student already possesses. It would be difficult—if not psychologically impossible—for an impression to stand alone and it would have no purpose or value unless it had some recognized relationship to other things. Variations in the ability of different students to see quickly the relationships existing between and among certain bits of new learnings may mark the distinction between successful and unsuccessful students.

Third, the retention of an impression depends somewhat upon the vividness and intensity with which it originally was received. Whether or not it has a definite meaning for the individual is important. The value which it may have, the promise which it may hold, the use to which it may be put, are elements that must be considered.

Fourth, the student should consciously review retained impressions for the purpose of organizing them into more meaningful wholes or patterns. Both newly learned and previously known materials should be reviewed and woven together in this process. During this, some facts, figures, and concepts will stand out in the mind and will serve as "pegs" on which to hang others.

Fifth, the student should be able to recall the impression, without too much effort, when it is needed again. To some extent, this depends upon practice. Impressions which are not recalled or used over considerable periods of time tend to become dim. In time, it becomes impossible to recall these impressions at all, and for all practical purposes, they are lost—if needed, they must be learned over again.

Sixth, the student must be able to recognize the recalled impression and to identify it with the new learning which has been received. He should know whether it is the desired fact or something else, which has been brought to the surface from his inner consciousness, when he is ready to use it.

Some Specific Memory Helps

Students should not expect to be entirely passive while learning. An important aid to remembering is thinking about what is being read, or being seen, or being said, or being done. While a student is reading a book or listening to a lecture or watching a movie, his mind should be raising questions about the material that is being presented. His mental processes should be moving along with it—expressing doubts, picking out points of agreement, noting points that do not agree with previously accepted views. The student also should be sorting out, in his mind, the elements of greatest importance, cataloguing them and arranging them in some sensible sequence.

The development of associations or relationships among the things being learned should be given particular attention. Logical associations are most helpful but even forced or artificial relationships can serve a purpose. A system of ideas, facts, or thoughts can be built and expanded by adding new materials. Mental pictures of charts, outlines, maps, tables, and diagrams will be found helpful.

One approach to a problem is not so efficient as is a combination of several different approaches. If something is to be learned, it can be attacked in one way and then reviewed in another.

The proper timing and spacing of study periods is of importance. Study periods can be too long or too short; there can be too much or too little interval between them. Under most circumstances, a series of study periods of medium length, separated by suitable periods of other activities, is better than one or two excessively lengthy study periods. The optimum time limits vary with different individuals and should be determined through practice.

Studying should be on a systematic basis—it cannot succeed so well if it operates upon an opportunistic hit-and-miss plan.

A real student is alert and his mind is active while he is studying. He is not entirely relaxed, he does not assume a recumbent position, he maintains an agnostic attitude toward his text or reference book. He pauses to restate his learnings in his own words. He makes notes of important items, organizing such notes into a definite and neat pattern.

Frequently a student will find that the kinesthetic experience of making notes will help to impress things upon his memory.

A considerable body of experimental evidence has grown up to indicate that "whole learning" usually is more effective than "part learning." Of course there are limitations to the effectiveness of whole learning but within reasonable limits, it is to be preferred, not only because it leads to superior results with an economy of time and effort, but also because it is conducive to unity and continuity of thought and expression.

A final point of great importance is the fact that the actual use of new learnings constitutes a most powerful factor in remembering them. A natural sequence of learnings can be formulated in many fields. This makes it possible or necessary to use yesterday's learnings in developing the elements that are to be mastered today. Even if things cannot be arranged in a logical order, still this doctrine of learning through actual use applies.

Selective Forgetting

Each day, practically any person looks up certain facts and figures which he promptly forgets. For example, a business man may look up the telephone number of a casual acquaintance. If this number is called only on rare occasions, he looks it up each time that it is needed and remembers it only long enough to dial it or to repeat it to the operator. There seems to be no effort involved in forgetting things of this type. One reason for this is that there was no serious attempt to remember the information in the first place. There was no motivation for memorization. The telephone directory always is within easy reach and only a few seconds are required to find any number that is wanted in it. Knowing this, the approach to the situation is more conducive to forgetting them to remembering.

Factors which loom large in the matter of forgetting are lack of confidence in one's self, lack of use of things once learned, and lack of fundamental interest in the field being studied.

He who lacks confidence in his own ability to remember is likely to forget. Any student who approaches his college work with the mind-set that his powers of memory are poor is likely to prove in practice that his poor opinion of himself along this line was correct.

Even more potent than lack of self-confidence is the lack of use of materials which have been studied. Unless new facts and new skills are made a useful part of one's thinking and acting, they soon will be forgotten.

Another serious lack is lack of interest. Those matters which interest a student least will be crowded out of his memory by other things which interest him more.

Failure to organize new learnings into meaningful units or patterns makes forgetting more likely to occur. An isolated fact which is not related to others is more likely to be forgotten than one which has been made to take its proper place in an entire configuration. New learnings should call forth certain phases of old knowledge and the two should be fused with one another.

There are times when one may wish to forget entire episodes or incidents. If a serious traffic accident has been witnessed, it may be desirable to remove the experience from one's current thinking. If an ugly rumor has been heard concerning a friend, it may be worth-while to replace the story by something more pleasant.

One way of forgetting incidents is to engage in some strenuous activity for a period of time. This may be either mental or physical activity but it should be of such a nature as to demand one's complete attention.

Reading escape literature may accomplish the desired result—and it should be noted that what constitutes escape literature may not be the same for all people. If the situation which is to be forgotten can be replaced by a mental picture of a more pleasant or desirable situation, that change should be made. A change in one's companions may help an individual to forget certain things. A change of location or scene long has been recommended as a means of forgetting things which cause worry or heartache in this earthly life.

THE ROLE OF THE TEXTBOOK PUBLISHER

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President, Silver Burdett Company
New York City

EDUCATION today is quite literally the world's most critical business. It is the foundation upon which the essential institutions of a civilized world must rest. For many decades, the American people were led by an uncritical optimism to take for granted the inevitability of progress toward a better way of life. They did not, of course, believe that this progress would come without effort, but they believed it was almost a concomitant of the energy, zeal, and enthusiasm which they were prepared to expend in the shaping of a new nation in a new land.

That optimism has been shaken to its foundations. We share now, with the rest of the world, anxiety and unrest. We are somewhat bewildered by the realization that the rest of the world is apparently not entirely ready to accept "the American dream." We are slowly coming to recognize that a good society and a peaceful world must be painstakingly built, and we are appalled by the difficulty of the task. We accept the hard truth that managing the affairs of a highly complex and dynamic society will always be so difficult as to be almost overwhelming. That is why we must look to our foundation if the structure which we build upon it is to endure.

All educators are therefore faced with tremendous responsibilities. Their role in preparing the youth of this country to participate intelligently and constructively in solving the problems of tomorrow's world is indeed a critical one. Textbook publishers and textbook authors, along with other educators, must be willing to pay the price of hard thinking, unremitting labor, and courageous leadership if their responsibilities are to be fulfilled.

Those responsible for educating youth must be alert to the fundamental needs of society and especially of the younger members of society, never losing sight of the fact that it is the task of each new generation to maintain and improve the society in which we live. They must also remember that this society is made up of indviduals, that perhaps the finest fruit of western civilization, whose heritage is ours, is belief in the dignity and worth of the individual as a person.

Those who build textbooks can contribute much in developing an understanding of those factors which make for unity and those which make for healthy diversity within the nation and within the world. Ideally, those who plan and create textbooks should be scholars in their own field, profound students of society in general, and, since they hope to contribute to learning, thoughtful students of child growth and development.

A prospective author once asked a textbook editor what he considered to be the first qualification of a textbook author. The editor replied, "He must understand what the fundamental business of education is all about." Without such understanding, it is difficult to believe that a good textbook could be produced.

The builders of textbooks recognize and accept certain fundamental responsibilities. First of all, perhaps, a good textbook represents an organized learning program. It is not just a summary of facts, an explanation of theories, or a record of events. Nor is it simply an instrument to provide practice in certain more or less mechanical skills. The best of our new textbooks are built with a thorough realization on the part of the authors of the learning problems of children. They accept the principle that the goal is to teach children, not to teach subjects. At the same time, they realize that we must teach children something. The builder of textbooks sees no basic conflict between the use of an organized learning program in the form of a good textbook and the extension, enrichment, and adaptation of that program by the teacher.

Much has been said about the need of the child for security, in the sense of physical or emotional security, but there is also a kind of intellectual or mental security which is very important. The fact is that every pupil in every classroom wants and needs the security of understanding. He wants to know how ideas fit together; he wants things to make sense to him. This throws a direct responsibility upon teachers and upon authors of textbooks. The authors must accept the responsibility of rounding out ideas, of relating one idea to another, and of helping the student to build on what has been previously learned. This is an inherent part of the structure of a good textbook. But modern textbooks also do much to stimulate the imagination of the learner. No longer are authors content to provide a summary of facts or an explanation of processes and principles. They undertake to stimulate creative as well as careful thinking. Their goal is the building of understanding, not the memorization of facts.

The textbook author cannot, of course, include all of the applications of an idea, he cannot follow at length each avenue of thinking which is opened up, but he can provide the point of departure and a common basis of thinking. He can suggest how the pupil, under the guidance of a skillful teacher, can carry his investigations further.

The efforts of textbook authors to do these things will be clearly evident to those who examine deliberately and thoughtfully the best of our modern textbooks.

The textbook publisher is in an advantageous position, drawing as he does upon the ablest educators in the field to plan and create instructional materials. He can utilize the best scholarship in a given field; he can call upon those who know most about how children learn; he can draw upon the experience of educators who are intimately familiar with the problems of the classroom teacher; he can assemble a group of trained and experienced editors who can help authors put their materials into usable form; he can do much to bring about a working synthesis of the best thinking of the general educator and the specialist.

Since the publishing of textbooks is a business as well as an educational enterprise, the textbook publisher can provide the material means and the skills of management which make it possible to pool scholarship, experience, and judgment. If he conceives of his responsibility broadly, he can make available to pupils and teachers in the classroom rich, significant, well-organized instructional materials that will make their full contribution to the complex task of education.

TEXTBOOKS DON'T JUST GROW

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FRIENDS have frequently asked me, "What do you *do* when you edit?" This question is difficult to answer because the average person thinks you receive a book from the author and that you straightway send it to the compositor, who sends it to the printer, who sends it to the binder—and lo, you have the book! It is hard to make the layman understand that there is intense and often prolonged activity between these steps. (Also, an author sometimes takes the view that anything the editor does to his manuscript is in violation of the United States Constitution.)

First, let us assume that we have a manuscript—a first draft. It has been solicited—that is, the publisher has planned his program and found an author to carry it out, rather than waiting for the manuscript to put in its appearance. Also it has been influenced through the period of its production by the advice, encouragement and admonition of the editor. Arrangements have been made for the latter to receive at least two copies.

Well, the editor first reads the manuscript through with little attention to details. Very likely it is read in the same way by other editors and one or two outside advisers. These readers then report on the manuscript, expressing themselves with utter frankness as to its general character, and answering a series of questions about it. One question which, according to my observation, is always asked of every reader is whether there is in the manuscript any matter which would offend the people of any race or creed.

While others have been reading and reporting on the manuscript, the editor has been going over it again more thoroughly. When the reports come in, they are analyzed and a tentative decision regarding the manuscript is reached. The author is informed of this decision and his manuscript is returned to him together with a series of queries and suggestions based on the reports and on the editor's examination.

This first full-scale report is the editor's most critical act in developing the book. Hitherto he has perhaps written courteous letters, sympathetic, suggestive, and deferential. His communication must now have all these qualities; but it must also talk turkey. He must give advice without assuming superior airs. He must be frank without being disagreeable, serious without being depressing, and objective without being offensive. He will not neglect to praise the material.

One editor began by saying, "Your idea is really valuable. You are right in saying that there is a trend toward the use of this kind of material." And so on for a short paragraph. After that, this editor could point out what he believed to be shortcomings, and the author would listen.

In these returns to the author three types of contributions may be recognized: (1) those we suggest but are quite willing to leave to the author's discretion; (2) those which we are willing to study further in case the author does not wish to accept them; and (3) those we are prepared to fight for.

But suppose that on one of these latter points the author is as willing to fight as we are. What then? To me the answer is clear. The author should prevail. It is his book, not the editor's or the publisher's. If, however, the editor supported by his company differs from the author on a major issue or on a number of points the cumulative effect of which is really important, then it is the privilege of the author to take his manuscript elsewhere and the duty of the editor to advise him to do so.

The author now revises his manuscript. This is a period of lively correspondence between editor and author. Parts or even all of the manuscript may go back and forth. The editor and author enter into a cooperative effort to make the best possible manuscript. Then the day comes when the work, fully revised, is resubmitted. A final appraisal takes place and the manuscript, let us suppose, is accepted.

The editor's work now takes a different turn. There is a factual basis on which to answer such questions as this: How well has the author carried out our suggestions? In doing so, has he raised new problems? Has his reaction to criticisms been limited to the specific spots named in our report to him, or has he caught the idea and used it intelligently wherever it applies? On points where the author has differed with us and on which we may have suspended judgment, are we willing to revise our opinion in the presence of the manuscript in altered forms?

Another set of questions now comes up for the editor to handle. The author may have spent a considerable amount of time — perhaps a year or even more — in the revision of his manuscript. What new aspects of the subject or of the teaching of the subject have arisen in the interim? Do they indicate a need for further change of the text? This problem of changes which take place during the period when a manuscript is in work is particularly vexatious. The solution of it often prolongs the task of both editor and author.

In spite of all this, the editor's work on the revised manuscript is usually more rapid than his work on the first draft. The manuscript is nearer to his heart's desire. He and the author understand each other better. Moreover, the editor begins to be assailed by the men in the field who clamor for the new book. Podunk will buy it if it can be delivered by such a day and hour. The pressure begins to mount and the editor is now likely to rush the work, perhaps doing a little writing himself.

And so, by hook and crook, by pushing and prodding, the manuscript is made ready for manufacture. In these last crowded days, one principle is of especial importance. The editor should do his editing on the manuscript. No problems which can possibly be solved before turning the manuscript over for manufacture should be left to be handled on proof.

Our manuscript, finally edited and perhaps retyped, may, if time permits, be returned to the author for his final approval. He should be instructed to say his last say and make his last improvements and avoid alterations on the proof.

On the return of the manuscript from its final trip to the author it receives whatever technical service the publisher provides, namely, designing, layout, manufacturing specifications, and marking the manuscript for the compositor. In some publishing houses this service is part of the editorial responsibilities.

The editor's work resumes when the galley proofs put in their appearance. The master galleys go to the author and the editor gets a duplicate set. On the author's proof, according to our practice, are the marks and queries of the proofreader. The editor, upon receiving his duplicate set, reads them and makes suggested alterations. The author, using the master set, does the same. The two sets of alterations are brought together and the author's proof, so marked, is returned to the compositor.

Normally the next proof should be in page form. Procedure with the page proofs is about the same as with the galleys except that long and short pages now have to be taken care of. It is the author's job to make these adjustments, but unless he is experienced, he is mystified and, sometimes, resentful. One author was quite cheerful about a page that was a bit too long. He replied to the editor, "Yes, I know it's too long; just push it up."

We now come to the final or plate proof, where there should really be no changes at all. The releasing of these plate proofs automatically sets going the printing and the binding of the book.

The book is published. However, the editor's responsibility does not cease, for there are going to be alterations even in the published book, just as there are bugs to be removed from an airplane after it has gone into production. Then, too, this book, if it is successful, must be maintained through revisions and every time this occurs the editor has a part to play.

Yes, there's more in the making of a text book than meets the eye.

EMOTIONAL CHAINS ON THOUGHT

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WHAT could have more vital meaning than that abstract-sounding word *belief?* Beliefs are the great determiners of action. We teach, vote, and remain peaceful or go to war on the basis of judgments.

How do we arrive at conclusions?

With reluctance at least a few samples of "rational man" have faced the truth that many of their beliefs are based, not on evidence, but on *feelings.* Perhaps we can induce more to join them.

Two facts encourage us:

We can identify the ways in which emotion interferes with clear thinking.

We can watch for instances of emotional thinking in the daily process of teaching, and try to correct them.

Below is a check-list of seventeen items. It is intended to serve as a practical reminder rather than an academic study.

Beliefs tend to be accepted without sufficient investigation when they are:

1. *Backed by authority.* This is left-over of the earliest parent-child relationship.

2. *Ideas with which we have grown up.* It is so much more comfortable to leave them undisturbed.

3. *Pleasing to us.* Experiment has verified the close relationship between desire and belief. Moreover, wishes lead easily to one-sided presentation of a case or prejudiced selection of data.

4. *Apparently unquestionable.* The effort required by an investigation will not be exerted if the proposition is cleverly presented at all.

5. *Introduced by suggestion.* The satisfying illustration of independent thought may obscure the innuendo which initiated it.

6. *Connected with emotional material already in our minds.* We may unthinkingly transfer the feeling-tone—pleasant or unpleasant—of certain words, symbols, and institutions to new concepts with which they have been shrewdly associated. Carefully undefined words may serve this end.

7. *Advanced by "one of us."* This is the opposite number of the "authority argument" for ideas. In addition to left-over awe for parent-like authority we can experience allegiance for siblings in their adult symbolic forms.

8. *Favored by "everyone."* We may be moved deeply and irrationally by the desire to be one of the crowd. The impressiveness of numbers substitutes for logic.

9. *Flattering to us.* This condition makes us feel important and self-righteous. Blame is placed gracefully and conveniently on other people or "circumstances"—anywhere, in fact, except on ourselves.

10. *Repeated frequently and insistently.* It is less effort to accept ideas backed by high pressure than to question them.

11. *Attractive snap decisions.* In our educational enthusiasm for "free discussion" we may overlook the burdensome necessity for collecting enough data before beginning the thought process. Are we encouraging the notion that problems can in almost every instance be settled by discussion, without reference to research?

12. *"Sold" to us brilliantly.* Debates may be wit-sharpeners, but cleverness is no substitute for truth.

13. *Appeals to "all-or-none" thinking.* Even as adults we long to see issues in terms of black and white, good and bad. It makes the world so satisfyingly simple. How much violence may be attributed to the conclusion that people and ideas must either be terrible or wonderful?

14. *Presented by a fanatic.* It is never too early to point out that excessive enthusiasm and great sincerity are so guarantees of accuracy or virtue.

15. *Arrived at in excitement.* Many a foolish thought is accepted when the higher brain centers are, for all practical purposes, disconnected. A "cooling-off" period is the cure.

16. *Stereotypes.* How simple it is to apply "thought stencils" to experience, by using these notorious substitutes for thinking. As teachers we witness their early appearance.

17. *Appeal to students' conviction that they are the first generation that can afford to overlook the accumulated knowledge on a complex subject.* There is a place for healthy self-confidence and optimism. But can't we distinguish between that and encouragement of youthful delusions of grandeur?

By constant vigilance for emotional interference with thought we can permit the formula for logical thinking to operate more freely. In a clear atmosphere we *can* state the problem, collect relevant data, organize it, make hypotheses, and test them.

A challenge:

Try to spend one classroom period (of the open forum variety) without finding at least one opportunity to point out an example of emotional interference selected from those seventeen items!

THE MENACE OF THE COMPREHENSIVE TEXT

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YESTERDAY I stopped for one of my students and offered him to ride. What a load of books he had! There were his history book, over 650 pages and three and one-half pounds; two English books, library books for out-side reading, three pounds; two notebooks, his Latin text and one and one-half pounds of algebra. Total—fifteen pounds. Paradoxically enough, we weighed them on the "health" scale!

Some parents are worried (and I am too) because of this weight of books, an ungainly and unwieldy collection at that,—and their effect on posture alone. Girls carry these things for miles on their hips. Boys sling a green bag over their shoulders and stoop their way to school. Parents sometimes let the school furnish the usual set and then purchase one for home study. That means carrying only two notebooks and eliminates about fifteen pounds immediately.

The problem of heavy textbooks, with smaller margins, finer type, poorer bindings, and more "general" contents, is increasing. History is in the making; science is expanding its horizons; social studies must include economics, sociology, geography, community civics, and a host of other areas. Textbooks are becoming larger because, as one of my colleagues put it, "How else will we be able to cover the material?" The problem of the increasingly large textbook is one not easily solved. A movement started now to remedy its many defects might involve fifty years of planning and effort before any appreciable achievement is in evidence. Only "educators" could have led us into this present morass. And educators must lead us out!

Educative Leadership Needed

Many of our "comprehensive textbook" problems would be solved if educative leadership would assert itself. We allow ourselves to be sold these monstrosities on the flimsiest sales talks. If we showed more sales resistance, coupled it with a sound and justifiable policy, made such a policy known and followed it implicitly, then authors, publishers, and editors would strive to meet the demands.

We hear so much about the need for the comprehensive textbook in the "small" high schools of America. What if twenty thousand do have a pupil population of less than 250? Does that mean that such a text can meet the needs of boys and girls who do not have the library and other reference materials with which to work? I doubt it. It is more often true that the needs of boys and girls in small high schools are met—whereas pupils in large metropolitan areas must receive the great human and social experiences vicariously.

I visited one small school recently where the sole reference material was an encyclopedia dated 1890, but it is not an uncommon experience to visit metropolitan schools where geographies antedate World War I, and texts in social studies and modern science are non-existent. One cannot claim that the "comprehensive textbook" is for the majority of schools in America.

We would not have this type of text unless we were the ones demanding it. Educational leaders often are under pressure from so many different sides, and so overworked because of community demands that the energy that ought to go into school improvement is completely sapped. Occasionally a "leader" will step forward, vitalize the curriculum of his school, cut the red tape jungle of precedent and arrive at a "less textbook—more pupil participation" program. Like as not he'll be hailed in a nationally circulated magazine! His species is rare indeed. When teaching takes on meaning for the pupil the trend is away from the "comprehensive textbook" and toward an enriched program of practical learning.

Even if a leader is enlightened, he may be burdened with poor teachers whose interest in teaching is secondary. The "part-time" job as week-end railroad brakeman, volunteer fireman, professional woods guide, amateur farmer, hennery custodian, or home canner is not only more thrilling but more lucrative. The "textbook" is an easy refuge. Ten pages for tomorrow, questions 1-7 at the end of the chapter. What could be easier?

Lack of equipment is even more conducive to the use of this type of textbook. How we balk at the expense of a micro-projector, a baloptican, a lighted globe, or a few films. How much easier to grind thirty or forty in a class through the straight-jacket chorus of "ten pages for tomorrow."

Poor Teachers an Obstacle

A poor physician either starves, sells for a drug company, or apprentices himself to a mortician. A poor lawyer can become the copy clerk in his office. A poor teacher, likely as not, has tenure. How the administrator is hated if he suggests moulding the curriculum to community needs. "Colleges won't like it!" "I just can't do it that way." "Who ever heard of so many texts?" We've all heard the hue and cry.

To please some insistent new broom the staff will carry on curriculum revision by the scissors and paste method. My mail is swelled with requests. Here is a typical letter that comes to my desk:

> We are in the process of curriculum revision. Please send us all your available courses of study. If there is any cost (*sic*), please let us know.

Scissors and paste curriculum revision has the profession virtually standing on its head. Actually the process often involves nothing more than outlining the "comprehensive textbook" already in use or about to be adopted.

Failure of many teachers to sense the significance of unitary teaching, of improved evaluation techniques; and incidentally failure to sense the dullness of their own classrooms, restrains them from demanding new and different texts.

College Policy Needs Change

College admission, it must be admitted, also exerts tremendous pressure for the use of the "comprehensive textbook" in our high schools. The misuse of the College Entrance Examinations as primary criteria for judging admission objectives causes teachers to choose some texts instead of others. Actual instances of textbook choice in preparations for the Scholastics Aptitude tests have also come to my attention.

It is well known that state-wide examination and state syllabi also have a stranglehold on textbook use. Colleges whose policies cause them to accept the results of such examinations as prima-facie evidence of "achievement" also help to control the textbook situation.

The use of other criteria (such as measures of non-academic achievement, personality ratings, anecdotal records) by outstanding colleges will relieve some of the pressures on the "comprehensive textbook." One well known university openly admits that thirty percent of its freshman class will consist of students who are proficient in limited areas. This alone will encourage some teachers to break away from the single intensive text.

Challenge to Authorship

A bold author of any text is baffled by these many conditions. Let him take a firm stand in his text and he will immediately cut several market areas from his potential sale. Mathematics texts appear to be the least affected, but even these experience pressure. English, social studies, modern languages, and science are especially beset. The results are innocuous, ponderous textbooks, general in nature, lacking vigor. They "bend" to every whim of the potential market because both editor and author know that they will be used as a "bible" in the hands of some teachers rather than a guide book in the work of a skilled teacher. Economic common sense demands that the text say nothing to hurt capital or labor; the church; corruption; bad schools; or the state. The result is a text that contributes something to the compartments of learning that most students abandon as soon as more important items catch their attention. Science then has no ties with social studies; English with mathematics.

The remedies are already suggested. Better leadership, better teaching, finer college policy — all these will help. Instead of training miniature walkie-talkie encyclopedias, let us teach our pupils to think, to act, and to influence others as worthy citizens— to fit well into the community in which they find themselves.

In order to break a vicious circle, someone must step out first. Let it be the authors, publishers, and editors. Proper textbooks can do more toward the improvement of pupils' learning, teacher activity, and preparation for life than any other first step. Textbooks make their greatest contribution to American education when they lead rather than follow a trend.

Our Own
Quiz Program

QUESTION: What have Texas and Milwaukee in common?

ANSWER: In 1947 both have adopted books from

Enjoying English
by Wolfe, Hamilton, Geyer

But then, so have Oklahoma, Minneapolis, and Philadelphia.

QUESTION: What first-year algebra makes it easy to give each pupil just the drill *he* needs?

ANSWER: (without a moment's hesitation)

Algebra in Easy Steps
by Edwin I. Stein

NEWSON & COMPANY
PUBLISHERS
72 Fifth Ave., New York 11, N. Y.

XUM

GOOD TYPOGRAPHY LURES THE LEARNER

BURTON L. STRATTON
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STUDENTS often like the appearance of a particular textbook without knowing why. If they are asked to explain their feeling, they may say, "Oh, I don't know. It's easy to read, I guess." What they really mean is that the typography of this book has helped them to digest the text easily and increased their pleasure in study.

As far as the users are concerned, textbooks as physical things just happen. This stork-brings-them attitude is a failure to appreciate the graphic arts. Few people realize that the visual aspect of textbooks is carefully designed for specific readers. The facts are, of course, that a text goes through a long process of growth from manuscript to book, and that typography can contribute greatly to the students' understanding of it, or, on the other hand, greatly reduce its usefulness as a teaching aid.

If the page of type is composed of elements that please the eye and appeal to the esthetic sense, the author's intention is promoted and the learning process stimulated. If the opposite is true, then the task of student and teacher is made more difficult.

The designer and his audience. The textbook designer is well aware of the possibilities of display typography as a visual aid, but he will be the first to admit that type has only one purpose—to spread ideas. He knows that by changing the typographic pace, by introducing a smaller or a larger type or one from a different face, he can give the text additional meaning for the reader. The latter can benefit from these typographic tricks while only partially conscious of them.

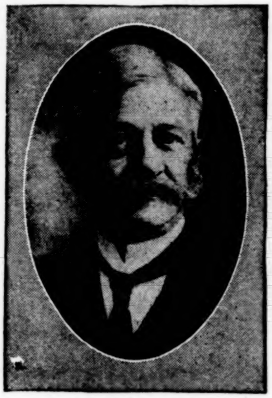
The outline of the books is perhaps the most important thing the designer has to deal with. If the organization of the text is simple and easily discernible, he has greater freedom than he would otherwise have.

It is the designer's job to bring together in typographic harmony all the teaching elements of the book. He must also use type to emphasize or de-emphasize various textual features as the editors and authors require. This implies understanding of the author's underlying motives and of the purpose of the book. In addition, the book must be palatable to the eye, acting as an appetizer for further reading and study.

A textbook designer must subordinate his own feelings in favor of his audience. In that respect he is considerably different from those who design so-called trade books for the adult reading market. Some designers have successfully worked in both fields, but the textbook man works under greater restrictions. The typographic appreciation the teacher may have for a bedtime "who-done-it" should be considerably different from that given to a physics or history text. The textbook designer is confronted with this or similar differences wherever he turns. He designs a book for a child but it is reviewed and purchased by adults. The typographic flavor objectionable to the teacher might be relished by the student. Knowing this, the designer sets about making the book appealing to different age levels, but he concentrates on the group that will use it most. To overcome adult objection, he may introduce a bit of advertising typography. The appealing design on the outside of a book should not influence the prospective buyer as much as his impression of the interior. The student may like the book with the striking cover but he won't like it long if the typography of the text is poor—and the same thing goes for the indiscriminate teacher buyer.

How does a visual aid get that way? From a few simple illustrations the reader can grasp how easy it is to introduce visual aids that relate to but are not part of the reading text. For example, a few lines from now you will notice a "line of space" and a little farther on a couple of words are set in capitals. The chances are you noticed these things before you reached this point in your reading and you have subconsciously prepared yourself for them because you are curious about their meaning. If such simple devices were used over and over again, you would accept them as reading aids. On the other hand, if they were merely typographic eccentricities, you would try to fathom out their meaning and very soon would become annoyed. They would be visual hindrances. The italicized side headings in this article are one of the most common visual aids.

Good textbook design employs the garden variety of typographic devices. TYPOGRAPHIC SUBTLETIES have a place, but incorrectly used, confuse the reader. One of the worst offenders in this connection is the use of trick numbering devices for parts and chapters, and sub-divisions thereof. Another is the numbered and lettered outline that continues, page



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after page, long after the reader has forgotten whether the principal items are numbered E, I, A, (1), or (a), or dozens of other combinations.

In the modern textbook one will notice a tendency of designers to "play" with the chapter numbers and headings and the part titles. The reason is simple; these are the main places where a designer can get some of his own personality and mood of the moment into his work. Carefully done, such typographic play can contribute to a feeling of friendliness between the book and the reader. Taken as a whole, the typographic picture is presented for another's edification and at the same time the principal divisions of the text are dressed up and should invite the student to pursue his work after a little refreshing pause between the long sections of reading text.

"A BOOK ABOUT US"

HELENE DORSEY
Lowell School
Teaneck, New Jersey

IT ALL began when I got my new camera. Approaching school one bright autumn morning, I noticed a group of my first graders gathered around a classmate who had something that claimed the interest of the entire group. The natural situation in a perfect setting provided a picture for my itching fingers. It was not until I had answered the youngsters endless questions and promised that they could see the snapshot as soon as it was ready that I realized the possibilities of the interest-laden picture and began to make my plans.

I had the snapshot enlarged so that everyone could see it easily and at just the right moment, displayed it on the ledge of the blackboard. The children's eager comments were recorded on the board above the picture with an eye to arrangement so that the result resembled the page of a book.

As we looked back over what we had written, familiar statements caught the children's eye and soon a cooperative effort to read the story was in full swing. Repetitions were discovered and deleted, easier words substituted for difficult ones, and the story was edited to a meaningful, yet simple, comment on the picture. The children's own names provided no additional vocabulary burden, for the picture itself served as the clue. (Even when difficult adult words were used, the class rarely had any trouble recalling them, because of the vivid impression made when these words were first introduced.)

Two types of picture—spontaneous and posed—were included in our collection. Natural playground activities — children absorbed in a game, girls skipping rope, safety-minded youngsters at a crosswalk—had possibilities for story content. Soon the children were planning pictures themselves, offering to bring bicycles and other prized possessions to school.

To illustrate—one afternoon two youngsters were in front of the school, skating as only first graders can skate. With their help and suggestions, I secured some excellent snaps and dialogue.

The field was as wide as a child's fancy and as fresh and new as each individual personality.

Assembling the picture stories in a book followed naturally. The pages used were heavy photographic mounts approximately 9½ by 11½ inches. Snapshots were enlarged to 4½ by six inches, leaving room enough for stories to be lettered in by hand. These varied in length from 3 to 8 lines. About 15 prints were included in a volume—and before we knew it we had three. Looseleaf makeup allowed facility in handling the pages.

After much discussion, we finally chose as a title for our volumes "A Book About Us." The cover was decorated with an oval, idealized picture of two of the pupils absorbed in a book, one of the most successful pictures in the collection.

That this project accomplished its foremost objective—stimulating skill in and a love for reading —was evident in the months that followed. "A Book About Us" was the most popular reading material in the room. Familiar character and subject matter facilitated ready comprehension and easy mastery of vocabulary, and interest never flagged.

The same class has continued in my care this year as a second grade and is still camera minded —in a new field. As a part of our language activity, we now write a story beforehand, complete with plot and rising and falling action. Then we take a series of pictures to illustrate the plot. "Tim's Secret," the first little book completed, is already well worn and much beloved. With the aid of new flood lamps, we hope to attempt some indoor pictures.

Thus the project has many possibilities, offering experiences not only in reading, but in creative language, literature and art. The unifying force of cooperative effort is a result not to be overlooked.

It Seems to Me

BYRON C. KIRBY

Director, Elementary Curriculum
South Bend, Indiana

A Plea for In-Service Training

In teaching, we find a need for varied methods of different approaches. Also, the field broadens from time to time, and it becomes necessary to work in new areas. This emphasizes the need for training on the job for, in educational parlance, in-service training.

It is important that a program of this kind be set up carefully: (1) Each course offered should grow out of a felt need; (2) No teacher should be permitted to take more than one course per semester; (3) The courses offered should be sponsored by a university; (4) Classes should meet not more than once per week; (5) No more than one absence per course should be permitted; (6) Each course has two values; (a) The number of credits accepted by the university in charge; and (b) The number of hours accepted by the In-Service training committee. This usually equals the aggregate number of fifty minute sessions the class met minus the number of sessions devoted to examinations. Thus, if a class met seventeen times, two of which were devoted to examinations, fifteen hours in-service credit would be granted. To earn credit of this type it is not necessary to take tests and pass the course.

A satisfactory plan of administration follows:

(1) The program is in charge of the In-Service training committee appointed by the superintendent. All action of the Committee must be sanctioned by the superintendent and the Board of Education.

(2) The Board of Education pays the instructors and all costs.

(3) The curriculum committees request courses they think will be of general interest and need.

(4) Fifty dollars are granted for fifty hours of In-Service training. This amount is added to the first succeeding contract after the fifty hours' training has been earned.

(Hours are accepted in blocks of fifty. Thus, if one earns thirty hours this year, they will not affect his contract; but if he earns thirty hours the second year, fifty dollars will be added to his contract for the third year, and ten hours will remain, to be added to other hours which may be earned in the future.)

(5) Courses taken for university credit may not be used for In-Service credit.

(This is because courses taken for university credit lead to new classifications on the salary schedule, which automatically result in additional increments. It would

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be unwise to give two salary increases for the same work. The board office keeps a close check on the status of each employee.)

(6) No In-Service credit will be allowed for repeating a course.

(7) Classes usually meet at 4:00.

Examples of In-Service courses are listed here: (1) Art Work Shop; (2) Speech Correction; (3) How to Administer the Binet Test; (4) Techniques in Using Audio-visual Aids; (5) Teaching Remedial Reading; (6) How the Child Develops.

There may be arguments against a program of this type, such as, (1) A teacher should not be paid for receiving training or (2) it requires too much of a teacher's time for her to take training as she works. But these are not valid. The whole educational program is for the welfare of the child. Whatever the board or the teacher can do to make the work more effective benefits each child directly. As we improve teaching we help the individual, the family, and society. Expert professional services are bound to pay big dividends.

THE PROOF OF THE PUDDING

GLADYS PARIN
Language Arts Consultant, The Macmillan Company
New York City

THE proof of how well a child has been taught to read is in the various uses which he can and does make of reading in later life. If he goes on to college and does not know how to study; if he stops his formal education with elementary school, and never turns to reading for enjoyment, for information, or as a basis for his opinions and actions; if reading is not functional in his daily living; then he was not taught to read.

The above "if's" are not uncommon results of our efforts to teach reading. Visit the home of any former pupil. How many books does he own, or borrow from the library? Meet the average former pupil on the train. Is he reading a tabloid? Listen to the complaints of former pupils now in college. Do they have difficulty keeping up with required readings?

Most children learn to read by the beginning of fourth grade. They can then recognize familiar words, quickly analyze new words, tell the main idea of a passage, and remember important details. They even do some reading in available supplementary books. Although teachers can do much even in the primary grades to develop simple types of critical thinking, and to put across the idea that one reads for different purposes, it is in the fourth grade, particularly, that reading must become a tool for studying other subjects rather than an end in itself.

No matter what subject is studied, reading is involved. Every teacher must take a hand in guiding the child to develop flexibility in reading increasingly larger units for many different purposes. It is not to be taken for granted that a child can read for all types of comprehension without special preparation. Gates* lists the major types of comprehension:

1. Reading to get the main idea—This may involve merely getting the drift of a story, the emotional tone, the author's attitude, the main point of an argument, or the quality of a composition. Skimming is a part of this skill.
2. Reading to note significant details—This may mean finding the most important details, those that bear on a particular problem, those that are most interesting, most true, or new.
3. Reading to note or remember precise directions.
4. Reading to predict the probable conclusion.
5. Reading for the purpose of evaluating the material.
6. Reading for the purpose of reproducing the material in some type of summary form.
7. Reading for the purpose of comparing the form or substance of the selection read with other content such as another book, a motion picture, a lecture, or a radio program.
8. Reading for the purpose of remembering.

Teachers must help pupils to know why they are reading. This is the way to make reading functional; the way to develop good study habits, and the fullest power of comprehension and enjoyment.

For many children, from the primary grades through high school, the mere recognition of words is reading, an end in itself. We have failed to teach reading to such children, and we know that the schoolday enthusiasm mo-

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*Gates, Arthur I. *The Improvement of Reading*, Third Revised Edition p. 360, New York, The Macmillan Company, 1947.

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tivating such reading will not carry over into the purposeful use of reading in later years.

To make reading meaningful, there must be preparation before, and application following the reading of any selection. This is the sound basis behind the provision of *preparatory* books (workbooks to precede textbooks), in one elementary reading series. Even in the primary grades, the reading of the text should be made meaningful and enjoyable through the removal of mechanical difficulties by adequate preparation. New words should be introduced in context, with pictures and meaningful activities. The general content of the story may be prepared for by oral work in which the children tell about their own pets, or picnics, or visits to country or city. Then the story can be read purely for enjoyment and the sharing of experience. Comprehension of the story will be unhampered by mechanical difficulty, and each child will know why he wants to read the story. At the end of the reading he should be given an opportunity to express in some way the personal use which the reading had for him. Perhaps one child will merely want to remark that the children in the story had a lot of fun, another will say that he is going to ask his parents to take him to the zoo too, some will want to draw animals. All of these activities show the purpose for which each child read. With proper preparation there will always be a purpose fulfilled in reading. Teachers should carefully guide and nurture the quest for meaning in reading at the elementary level so that it will be habitual in independent reading study. The same technique of preparation and application should be followed in all reading in all subjects throughout the elementary grades and high school.

There will be no complaint that students do not know how to study if all students are taught not only how to read, but why they are reading. Studying is merely reading for one of the above-mentioned types of comprehension.

Teachers of special subjects such as mathematics, science, history, or English, can eliminate problems of study just as easily as the primary teachers can eliminate mechanical difficulties by adequately preparing pupils for the reading.

The vocabulary of reading differs in the various subjects fields. Even words with which pupils are familiar may have different meanings in new context. Besides definitions, there are concepts peculiar to each subject which must be developed. A child may have read the word "pole" numerous times in the primary grades, but never have acquired or needed the background for reading and fully comprehending that word as it is used in a fourth-grade geography book. Therefore, an important aid to reading in subject fields is preparation for vocabulary and concepts necessary to understanding.

In assigning reading, teachers of all subjects can facilitate comprehension and economical study habits by doing the following prior to the reading:

1. Thoroughly developing needed concepts.
2. Selecting new or difficult words to be distributed among pupils for definition and use in various contexts.
3. Stimulating pupils to discuss what they already know or have read about the topic.
4. Helping pupils to decide what use they will make of the information they find.
5. Guiding pupils to know whether their purpose in reading requires slow, careful reading to note particular types of details, or skimming for a single definition impression of the author's viewpoint or answer to a single question.
6. Helping to decide on various reading sources for information to solve a single problem. This will give practice in using the titles, tables of contents, and indexes as quick cues for efficient reading.
7. Supply the pupils with definite problems or questions as a basis for reading.

Ths last suggestion is a "crutch" for nearly all of the others. If this whole process is developed consistently in a class, the "crutch" may frequently be dropped, and eventually must be discarded as the student learns to formulate their own purposes for reading.

If a teacher can develop in the student independence in knowing when he needs to read, why he is reading, and how to read for his purpose, he will have provided true education, the realization of reading as the means to knowledge and pleasure.

The proof of our success in teaching reading is in the way the pupil has learned to use purposeful reading in his everyday life.

Across The Office Desk

JAMES N. EMERY
Principal, James C. Potter School
Pawtucket, Rhode Island

Trying to Sell the Sour-Puss

I had a call this morning from a parent who had just brought her daughter to enter this school for the first time. She came to tell me that she was not quite sure whether or not she was satisfied to have her daughter enroll here. Miss Rawson, to whose room the girl had been assigned, was curt and forbidding, almost discourteous to the mother. She felt (and with some reason) that her daughter was about to get a very unpleasant impression of the building and its teachers.

I had to take some fifteen minutes to attempt to explain to the visitor that really Miss Rawson, in spite of her iron-gray hair, her severe face and her curt manner, was one of our very best teachers —that she was doing outstanding work with certain groups, and after you got to know her, you'd appreciate her fully. I'm afraid however that I wasn't altogether successful in selling Miss Rawson to the parent, and that her first impression of this school was decidedly unfavorable. And it is from little things like this that real animosities are built.

Unfortunately I can't dictate what a teacher's disposition shall be. I have my own ideas, naturally. And I'd hate to be compelled to live day after day with some of these girls or women. I often speculate what their home life may be, when family informality relaxes the conventions of the outside world as to politeness, restraint and good manners.

I can't lay down an order that teachers must greet every parent with a smile. But cordiality helps out more than you realize. You may urge that the manner in which you greet a parent who has business to transact is your own personal affair, that it's a free country, that you are within your rights whether you smile or frown, etc. That if you are tagged as a crab and a sour-puss and other endearing terms of the modern day, it doesn't affect anybody but yourself, and you don't care two hoots about that.

You're wrong there, Miss Rawson and others of your caliber. It not only hinders you in getting ahead, that reputation, deserved or otherwise, for acerbity. It probably goes far to explain why Miss Rawson, a really brilliant woman, has never gotten very far as a teacher—that she's been passed over every time when there was an opportunity of promotion to a more desirable position. It has very definitely obscured any other good qualities that she may have. And more than that, it builds up an atmosphere of ill-will that does your classroom or your school no good. It means additional problems for your principal and your superintendent, extra conferences and time that should be devoted to something else. It is like the simile of the pebble thrown into a quiet pool, whose eddies widen and widen across the surface. And all this is going to be scored up against you personally, sometime and somewhere.

I hesitate even to mention that threadbare old proverb about being able to catch more flies with molasses than with vinegar, but it's still just as true as when some prehistoric sage first uttered it. And a wise old superintendent once remarked to me, "You can usually get away with murder, if you smile while you're doing it."

Movies and Mental Health

GEORGE K. MORLAN

THE story of the Schumanns and Brahms in *The Song of Love* is like a breath of fresh air in a cigarette-smelling bedroom. Although the movie version has taken liberties with the lives of these musicians, the story is essentially authentic in that Clara and Robert Schumann did love each other after marriage!

When so many marriages that begin with generosity and high hope turn into nagging and joyless contempt, the portrayal of a real story of a love that was kind and generous is inspiring.

As the screen play shows, Schumann became mentally ill and died without recovering. When he complained of severe headaches, his wife was concerned and asked the doctor to see him. The doctor reported that Robert merely needed rest. "His sister had melancholia," Clara said, insisting that the physician tell the truth. She was not afraid to know. When you love, you are not afraid and she did love her husband.

Love does help to cast out fear and anger. This is an important message in the film, but there is also the poisonous suggestion that if anyone in your family has had a mental disease, that you are likely to suffer from the same malady. As every mental hygienist and psychiatrist knows, thousands of individuals worry about mental disease in their family history, and though historically it was legitimate for the movie to repeat this old wife's tale, from the point of view of mental health, the repetition is not fortunate. It is more likely to reinforce intense worries that some people already have. These fears of inherited insanity may in turn be sufficient to bring about the very condition that is feared. This brief incident should have been deleted.

The Invisible Wall, a story of gangsters, gambling, and con men hasn't been banned by any censor or pressure group, but in many respects it is more decadent than *Forever Amber*. Avoid.

The Private Life of Walter Mitty portrays the conquering hero fantasies of a timid soul in a frequently hilarious manner. However, total effect on us is somewhat mixed because the incidents of superb farce are interwoven with a supposedly sober story in which Sir Walter the Timid almost marries a poodle-lover. After he says, "I do," he fumbles in his pocket for the ring and feels the little golden shoes that the beautiful girl he has been helping gave him. Realizing she is not a figment of his imagination, as the others tried to make him believe, the timid soul rushes from the church, rescues the gorgeous heroine from the clutches of very bad men, tells off poodle-lover, poodle-lover's mother, her adoring boy friend, and his boss. He even knocks down the pugilist-looking boy friend, marries the gorgeous girl and becomes an assistant editor in a whirlwind of triumph.

Since most of us have a bit of Timid Soul in us, the delightful suggestion that even we can triumph in such a marvelous fashion is not particularly salutary though there is the counteracting influence of grand monkeyshines that continually remind the audience not to take seriously the serious story. Recommended.

I saw *That's My Man* at a theater that is showing next week *That's My Gal.* The creative genius of Hollywood is in full flower.

If you have been in the jungles of Africa for the last twenty years *That's My Man* may be refreshing. (I've not been to Africa.) This opus is so preposterous that

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one might expect it to be amusing. A colt in a taxi, the same colt in an apartment, gooey romance, gambling, marital unhappiness, a house that is so big and luxurious that your own daydreams feel ill-at-ease, two exciting horse races, the horse bringing the husband and wife together so they live happily ever after—this is the story. Obviously, it is so bad that it wouldn't deserve repeating except that pictures of this tripe (spelling intended) are representative of much that comes from Hollywood. The trouble with these monotonous productions is that their unreality is posed as real. In the hands of Abbott and Costello, there would not have been the unhealthful posing. The audience would have laughed and enjoyed itself and have been better off for an evening's entertainment. A pitiful film. Save your money.

The Knockout is a sorry built around Joe Palooka. It has a confusion of murders and portrays a dark South American pugilist in a vicious manner. (Just what does the Johnston office do?) Avoid. You can sleep better at home.

Copacabana provides a healthful reminder of the lugubrious joy of night clubs. Is there anything more depressing than the forced gayety of most cabarets? *Copacabana* portrays with gloomy fidelity the sorry entertainment at these joy spots and should reduce the dissatisfaction some people have because they can't afford to be robbed conspicuously. This realism is dissipated in part by the bits of genuine comedy of Groucho Marx. Unless you get a washing machine with your ticket, you will waste your money on this epic, but it won't hurt you.

The Unfinished Dance is a delight except for the nauseating juvenile characterization. Recommended.

THEN CAME THE WORKBOOK

W. P. JOHNSON
President, Webster Publishing Company
St. Louis, Missouri

SINCE the sales of workbooks in 1946 according to best estimates approximated thirty-seven million copies and since the sale of workbooks and test material now consume nearly 25 percent of the instructional budget, many educators might be interested in their early history. I hope the readers of this article will pardon the use of the pronoun "I"; however, since I am writing mostly of my own experiences in this field, I am obliged to write in the first person. Since I was the earliest publisher in this field and the first publisher to commercialize the idea of the workbook and for five years had practically no competition, I should be fairly well prepared to write something about the early history of the workbook, the ideas back of it, and the early publications in the field.

Frequently I have been asked where I got the idea of the workbook. The idea springs from three main sources: The waste paper basket, publications that approached the workbook in content and function, and the challenge to do a job in a more economical way than had been done.

I had spent approximately ten years representing a textbook publishing firm in the field, traveling in Iowa, Missouri and Illinois. During that period I visited hundreds of classroom teachers and one of the objects that often came to my attention was the large wire basket, some two feet in diameter and often three feet high, in the corner of nearly every classroom. These baskets were filled to overflowing by the end of the day with tablet paper—the results of the pupils' activities in various forms of drill work and tests. Most of this work had been copied from the board by the pupils. The teacher had had to prepare the drill material the day before or during the day, but always in these classrooms the enormous amount of practice work being given to the pupils as evidenced by the wire basket overflowing with paper was a challenge. Not only had the teacher had to take time out to write these exercises on the board, but the pupil had had to laboriously copy the material. There was loss of teachers' time and there was loss of pupils' time. How could a more economical way be found to do this work?

In 1918-21 there came into my hands three publications that had much to do with giving me the idea of the workbook. One was a book of sentence drills for business English, one was an old book in tablet form called Practice Problems. The second book had practically no sale and was published for use in Florida. The third book was a practice book in English, a cloth bound text published by the company I represented at that time. Therefore, there were three basic ideas that helped me formulate the first workbook published: The over-

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flowing basket of tablet paper which had been used in carrying out the necessary drill work the teacher had to use to teach her subject well; the three publications which I had examined and which had most nearly approached the workbook in fundamental ideas; and the general concept that there could be found an economical way to do this drill work.

Early in 1923 I had a conference with Mr. Russell A. Sharp, then teacher of English in the Northeast High School, in Kansas City, Missouri. I had called to see Mr. Sharp with the idea of having him write a workbook in English. We agreed on the general principles, content and general form of the first workbook to be published and the title given to this publication was *Sharp's English Exercises* for High School. The book contained ninety-six pages. It was published in September of 1923 and the sales were large enough through the months of September, October. November and December so that Mr. Sharp drew a royalty check of $374.00 on January 1, 1924. Other books in the series were published during the year of 1924, 1925, 1926, and 1927, when the series was completed from Grades 2 to 12 inclusive. The sales on this early series exceeded eleven million copies.

Following the publication of the Sharp's series, came the introduction of the Reading Seatwork books. *First Reader Seatwork* was published in 1929 and *Primer Seatwork* was published in 1932. The same idea was carried into the field of mathematics by the publication of *Standard Arithmetic Drills and Tests* in 1927 and *Practice Exercises in Algebra* in 1928.

In 1927 we began the use of national magazines to advertise our workbooks and to promote the sale of these books. In one issue we carried an advertisement to the effect that we had sold a hundred thousand copies of *First Reader Seatwork* in three months. The appearance of this advertisement in two of our national magazines occurred before the meeting of the N.E.A. in Boston, Massachusetts. At our exhibit at the Boston meeting two types of people came to see us other than teachers; publishers had read this ad and they came to see this book that had had such a wide acceptance by the teachers of America, and from that day forward competition developed and developed fast.

During the period of 1924-28 many publishers opposed the idea of the workbook. I remember meeting the president of one of our largest publishing firms on a trip through Missouri. I was introduced to him by their Missouri representative as the publisher of workbooks. However, the books

UM

were not called workbooks at that time. He stated to me that his company did not propose to publish any workbooks, that their editorial department was prepared and trained to publish textbooks. Therefore, they would not enter this new field. Within two years from that day this same company had published more than twenty workbooks. So fast did this movement grow after 1927.

I remember another publisher who stated that they would never disgrace their list with the publication of a workbook or carry in their catalog the name workbook. Some four years ago this same publisher boasted to me that his firm had sold nine hundred thousand workbooks the year before. I recall a visit I made to a superintendent in Illinois. I was preceded by a representative of one of the largest textbook publishers of that day. The reception room was so near the office that I could hear most of the conversation that went on between this representative and the superintendent. On leaving, the representative said to the superintendent, "There is a salesman waiting to see you who is selling a fad drill book. Now if you have any money to spend, spend it for legitimate textbooks; don't throw it away on some fad."

Not only were many of the publishers in the late '20's against the idea of the workbook, but generally teachers colleges, normal schools and some of the educational departments of our leading universities were against it. I remember one leading educator from our own University of Missouri who went about the state decrying the advent of this evil thing. The workbook had, therefore, its enemies in the late '20's, as it has its opposition today, though they are not the same enemies. Most publishers have accepted the workbook in some form as a needed instructional tool and many publishers have made distinct improvements to this instructional aid.

The announcement in 1927 that we had sold a hundred thousand copies of a book in three months had another effect on the early history of the workbok. At this same Boston meeting there came to my booth a representative of one of the large presses of the country. He too wanted to see the book. He wanted to make a quotation to manufacture the next hundred thousand copies. As a result of this meeting the price of manufacturing the workbook was reduced by 30 percent. This same firm secured special equipment for the manufacture of the workbook and by mass manufacturing and by the use of special equipment, the workbook early in its history became a low price publication. As a result of these more modern manufacturing processes, we were able to reduce our prices so that by 1930 we were able to sell a workbook of one hundred and twenty-eight pages for 12 cents. Mass production and special equipment had, therefore, made the workbook so low in price that the depression years boosted the sales instead of reducing them, for many schools used these inexpensive books as a substitute or a supplement for a textbook.

The name "workbook" was not given to the books published in the late '20's or to any of the books published by our company. The name "workbook" came later and for some reason not too logical, has been accepted by teachers and administrators as applying to all seatwork books, practice books, drill books, activity books or books containing consumable materials. The workbook is in its infancy. There are many possibilities for improvement, however, since it has been recognized by teachers and publishers as needed equipment for classroom instruction; the teaching profession and the publishers should work toward its improvement.

WINSTON
FLASHES

OUR TEACHERS MOLD OUR NATION'S FUTURE

ANNOUNCEMENT of OUR NEIGHBORS, new geographies, by J. Russell Smith, like a pebble dropped into a pool, has started a series of ever-widening waves. This time, Dr. Smith has been assisted by two other famous geographers—Frank E. Sorenson and Norman Carls.

DO YOU KNOW—

. . . even Eskimo Land is plagued by mosquitoes in the summertime?

. . . that the same crops—peaches, apricots, prunes, and grapes—are grown on *six* continents?

. . . that cows in Switzerland wear flowers, fine leather collars, and tinkling bells when they change pasture and so constitute a parade and a holiday?

. . . that the first navel orange tree grew in South America—as much an accident of nature as a pup with three legs?

. . there is a region in the Arctic Ocean where grass and flowers but no trees grow?

. . . that if you were to superimpose a map of Chile on the U. S., Chile would stretch from Hudson Bay to the Gulf of Mexico?

. . that the population per square mile of the U. S. is 44? That the population per square mile of a metropolitan district in the U. S. is at least 150?

. . that all the interesting information in this column comes from OUR NEIGHBORS GEOGRAPHIES, Grades 3-4-5?

. . . that each book from the fifth grade up in OUR NEIGHBORS SERIES includes a complete new atlas made by two of the greatest contemporary cartographers?

. . that WINSTON texts cover the world, too? That shipments are now in transit to Africa, Asia, Australia, Europe, The Philippines, and the islands of the seven seas?

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The News Digest

OF EDUCATION IN ACTION

Would Extend Community Colleges

WASHINGTON.—President Truman's commission on higher education urged establishment of a nation-wide, state-supported system of community colleges to provide two years of free schooling.

The recommendation was contained in the third of a series of six reports by the commission.

The commission recommended that all states "enact permissive legislation under which communities will be authorized to extend their public school systems through the 14th year."

The community college would operate within the state education systems. District colleges would take care of rural areas not served by city public school systems. Comparable development of church and privately supported institutions was proposed and universities would offer similar two-year courses.

Willard E. Goslin New President A.A.S.A.

WASHINGTON. — Dr. Willard E. Goslin, superintendent of schools, Minneapolis, Minn., is the president-elect of the American Association of School Administrators, according to a mail vote of the membership at large.

Superintendent Goslin was chosen from a group of five educators nominated in October by Association members from all of the 48 states. He will take office March 15, at which time he succeeds Dr. Herold C. Hunt, general superintendent of schools, Chicago, Ill.

West Virginia Training More Teachers

There are more prospective teachers studying at the College of Education of West Virginia than at any time in the past several years. Last year 156 student teachers qualified for positions in the state's school system, and this year's total is expected to be higher. During the 1944-45 session only eighty-nine students qualified. Increased salaries are credited with attracting more candidates to the teaching profession.

Supreme Court Upholds Negroes' College Rights

WASHINGTON.—The Supreme Court held recently that Negroes are entitled not only to receive in state institutions any sort of educational training that whites can get in such schools, but also get it as quickly as any other group.

The court ordered that Ada Lois Sipuel, a negro student who has applied for admission to the all-white law school of the University of Oklahoma, be admitted at the January semester or bt given facilities equal to those provided for white persons.

The applicant already has been waiting two years while the case was in litigation.

Speed was the main point in the ruling. Negroes' rights to equal facilities, and to have them in institutions of their own states, had been affirmed by the high court in a Missouri case 10 years ago.

Counsel for Miss Sipuel contended in the appeal that the Missouri ruling should be made stronger on the issue of time, and the high court complied.

The lawyers argued that the original findings had been so applied that a Negro student might make application for special schools or classes and then wait "interminably" until they were set up.

Speed was further emphasized by the high court's physical handling of the appeal. The order came down just four days after oral arguments, as compared to the weeks or months which often elapse.

The order reversed Oklahoma state court findings in the student's suit against the regents of the university, and required new proceedings in line with the new rule.

Miss Sipuel had demanded an order for immediate admission to the university law school itself, and state courts had turned her down.

A special law school with a three-man faculty was hastily set up, but Miss Sipuel (married name Fisher) did not enroll. Instead she applied once more to the state university, where her application was unacceptible under the state's segregation law. Miss Sipuel's attorneys in Washington straightway appealed to the Supreme Court against the alleged flouting of its decision by Oklahoma. The high court was in recess until February 2.

Region Graduate Schools May Be South's Answer

COLUMBIA, S. C.—Confronted by the Supreme Court ruling in the Missouri and Oklahoma case, a committee of the Southern Governors Conference is considering a plan for supporting graduate schools on a regional rather than a state basis.

While such a plan might require federal authorization, it would enable the South to provide better professional education for white persons as well as negroes than is possible with the states working independently as at present. The Governors are agreed that none of the states has graduate facilities in all fields, although adequate schools might be available if facilities were pooled for the region as a whole.

The Governors subcommittee comprises the chief executives of Florida, Arkansas, Tennessee, Virginia and Georgia.

Commission Points Way To Better College Teaching

WASHINGTON. — More and better teachers for colleges and universities through increased salaries and an expanded program of preparation to teach were recommended by President Truman's commission on higher education.

The commission said that if "quantitative and qualitative" demands are to be met, immediate steps must be taken to:

1. Give better preparation to larger numbers of prospective faculty members.
2. Improve the present methods of recruitment, selection, and placement of faculty personnel.
3. Develop and expand in-service education programs.
4. Enhance the working conditions of all who carry the responsibility for post-high school education.

The commission recommended that:

1. The beginning salary should be sufficiently high to meet competition and to attract outstanding talent.
2. There should be yearly increases in salary sufficient to hold excellent teachers and research specialists.
3. The salary schedule should provide for reasonable increases based upon satisfactory performance within each category of rank.

The Commission, in its fourth report, also pleaded for academic freedom, which it called "a prime essential of a free society."

"Pressures to bend or twist truth, to stay away from controversial issues about which the professor is competent to speak, and to avoid certain areas of inquiry, are not compatible with the ideal of professional integrity," the commission stated.

R. I. Teachers Seek Retirement Act

PROVIDNCF, R. I.—Teachers in the Rhode Island public schools have drafted a bill to set up a state-wide teachers' retirement program. The bill was written by the Rhode Island Institute of Instruction.

Under the proposed program, each teacher would contribute five percent of his or her salary to a retirement fund, a total for the fund of roughly $400,000 annually. This would be matched by $400,000 from the State and another $400,000 from the cities and towns each year.

The fund thus raised, the institute estimates, would be sufficient to provide retirement pay of 60 percent of full pay for each teacher who had served in the school system for 36 years.

Rhode Island teachers contribute to pensions now in only three communities, Providence, Bristol and Newport.

High School Pupils Forget Their Spelling

ALBANY.—A large number of high school students cannot correctly spell the words they are expected to know before graduation from elementary school. This is the conclusion reached by the New York State Department of Education, which recently made a state-wide survey of the spelling ability of third- and fourth-year high school students.

Basing their tests on fifty words taken from the Ayres list of the 1,000 most common words in English writing, the survey found that third-year secondary students can spell the fifty words with an accuracy of only 90 percent. Senior students rate 93 percent.

State education officials are distressed by the results. The fifty words comprising the test are included among those that students are expected to master before leaving the eighth grade.

Exeter Head to Serve On U. S. Board

EXETER, N. H. — Dr. William G. Saltonstall, principal of Phillips Exeter Academy, has accepted an invitation by U. S. Commission of Education J. W. Studebaker to membership for three years on the advisory committee to the Division of Secondary Education.

Chicago Teachers Vote to Strike

CHICAGO. — Leaders of the A.F.L. Chicago Teachers' Union voted unanimously to strike, beginning January 27th, unless their pay checks were released.

Postponement of the City Council's approval of the record School Board budget prevented issuance of the teachers' checks. The union's leaders charged the delay "unreasonable."

One thousand members of the Men's Teachers Club voted a sit-down strike in the classrooms.

The School Board's $103,500,000 annual budget contains a raise for teachers and a tax levy of $96,972,000.

John Fewkes, union president, contended the delay was "political" and that the Aldermen wanted to make the public aware that they were not responsible for the increast in the school tax.

The City Council finance committee took action to release the pay checks on January 27th and the strike did not occur.

Prejudice in Schools Subject of Study

PHILADELPHIA. — Samuel S. Fels, philanthropist, has made a second grant of $10,000 to the Board of Education for continuation of a "study of openmindedness" in the public schools here.

Mr. Fels gave the first $10,000 last year for the study, which hopes to uncover and eventually correct the prejudices and hatreds of young minds.

The study is being carried out in 16 schools at present, according to Dr. Alexander J. Stoddard, Superintendent of Schools, who said the problem of prejudices and hatreds was so important and so complex that it would be several years before any attempt would be made to report all the findings.

Delinquency Not A Slum Product

DETROIT.—Over 80 percent of the boys who get into trouble with the police come from average homes with adequate incomes, according to a study by Dr. William W. Wattenburg of Wayne University. Based on statistics compiled and collected by the Crime Prevention Bureau of the Detroi Police Department, the study found that only 15 percent of the delinquents came from substandard slum neighborhoods. The majority of the youngsters suffered neglect from their parents.

Why Teachers Remain In Their Profession

EVANSTON, ILL.—Teachers continue to remain in the profession because they derive personal satisfaction from working with children, a survey conducted by Education Today, publication of the five Illinois state teachers colleges, reports. Ranking next in importance, it found, was the opportunity "to make a worthwhile contribution to society."

The survey, based on the opinions of 625 experienced teachers who are taking extension courses at the colleges, disclosed that other factors such as security, better salaries and enhanced social standing in the community were unimportant as determining factors. Only three of the teachers, it noted, indicated that they continued to teach because of "short hours and long vacations."

High Schools Balk At Teaching Russian

NEW YORK.—Although 14 percent of the nation's colleges and universities accept Russian-language credits for admission on equal terms with French, Spanish and German, most high school administrators balk at introducing Russian in the curriculum, a survey conducted by Arthur P. Coleman of the Department of Slavic Languages at Columbia University reveals.

Made possible under a grant from the Carnegie Corporation, the study found that there is a need for 50,000 persons in business, industry and education who can handle Russian effectively. This need — as well as all future needs—cannot be met by the present inadequate supply of Russian-language students. It can be offset only, the study recommends, by adding Russian to the list of foreign languages studied in every large high school in the country.

Teacher Told To Take a Trip

WASHINGTON. — With the educational value of planned traveling receiving recognition by school systems and teacher-training institutions throughout the country, the National Education Association is mapping an extension non-profit program of tours for teachers. Tours this year are scheduled for Mexico, Cuba, New England-Canada, the West Indies and points of cultural interest in the United States.

Philadelphia Teachers Group Hits Promotion Plans

PHILADELPHIA. — The Philadelphia Federation of Teachers (AFL) recently rejected the Downs Report on Pupil Placement and offered a ten-point "practical" program to strengthen the city schools' promotion plan.

Referring to the promotion policy recently adopted by the Board of Education on recommendation of a group of board members headed by W. Findlay Downs, the Federation suggested that a thorough study of attendance procedure was necessary because "Promotion, in spite of much absence, has made pupils lose respect for the compulsory attendance law."

The Federation then listed these 10 recommendations, which it said were essential to the effective program of pupil placement:

Preparation well in advance for changes.

More attention to the ideas of classroom teachers; with utilization of their experience and ability.

Time allowance to classroom teachers to work out school adaptations.

Provision for facilities and supplies to carry out desirable changes in curricula.

More practical direction to in-service courses.

Fewer demands on principals to leave their buildings, allowing more time for adjustments in their own schools.

More practical direction to administrative and supervisory service.

Greater flexibility in requisitioning procedures.

Initiation of publication of needed materials, not yet on the market in inexpensive editions.

Opportunity for the three school levels to know one another's programs.

Appleton-Century and F. S. Crofts Merge

NEW YORK.—The publishing houses of D. Appleton-Century Company, Inc., and F. S. Crofts & Co., Inc., have merged to form the new firm of Appleton-Century-Crofts.

For the time being the new company will maintain the offices heretofore occupied by the two former companies at 35 West 32nd street and 101Fifth Avenue, New York City, but eventually will be housed in one building.

W. Morgan Shuster, formerly president of Appleton-Century, is president of the new company.

Wyoming University Ends Textbook Fight

LARAMIE, WYOMING. — A stormy textbook fight at the University of Wyoming ended when a faculty committee accepted a statement issued by the trustees to the effect that teachers may do their own choosing of text books "except upon extraordinary conditions now unforeseen."

The controversy between faculty and trustees was touched off when the latter ordered textbooks checked for "un-American" content. After a faculty committee had found the 64 social science books in use at the University free from subversive material, the trustees agreed not to question textbook selection in the future without conferring with the president, dean and department heads concerned.

Teachers College Launches Inter-Group Program

NEW YORK. — A new leadership training and intensive research program in intergroup and intercultural education to be support for five years by a $125,000 grant from the National Conference of Christians and Jews will be launched next fall by Teachers College, Columbia University. The program, involving a new interdivisional major at Teachers College, is intended primarily for students beyond the Master's degree and will offer sizeable scholarships and fellowships, the application procedures to be announced later.

The program is designed to take advantage if the constructive role educators can play in lessening tensions and conflicts arising among religious, racial and ethnic groups.

Juniors Correct Encyclopedia

MILWAUKEE.—The sixth graders at the 18th Street School exhibited proudly a letter acknowledging they had found an error in the Junior Encyclopedia Britannica.

Their teacher, W. B. Wiebeck, explained they'd read in the encyclopedia that Wisconsin was nicknamed the Badger state because it had so many badgers.

"The pupils learned, however," Wiebeck said, "that the nickname derived from the manner in which lead miners of southwestern Wisconsin used to burrow into the sides of hill for metal.

"They wrote to the encyclopedia editor, who replied thanking the class for directing his attention to the error and promising to correct it in the next printing."

Hub Schools May Drop "Inbreeding"

BOSTON.—Shortly after the Boston school committee was reported about to abolish its rule against hiring teachers outside the city, the municipal affairs committee of the Boston Chamber of Commerce recommended that such action be taken not only in connection with the teachers but also in the appointment of a new school superintendent to succeed Arthur L. Gould, who is about to retire.

"The education of Boston's youth is too important a function to be jeopardized by provincialism, politics, or personal preferences," the committee declared.

Teen-Ager Wins "Battle of Slacks"

CAMDEN, N. Y. — A 14-year-old eighth grade girl won the "battle of the slacks" at Camden central school.

John A. Litts, board of education president, announced the board had repealed its ban against girls wearing slacks in classes.

The action followed a written protest from Thomas Delahunt whose daughter, Jeannette, was sent home to "get a skirt" to replace brown wool slacks.

Litts said school officials had been advised by the state education department to back down, "in accordance with the present policy of not interfering in matters of dress or attire of students."

Delahunt explained he wished to dress his daughter in slacks to keep her warm in bad weather.

Children of Southwest Studying Spanish

TUCSON, ARIZ.—If Tucson educators are successful, every child graduating from elementary school in the future will have a working knowledge of Spanish as well as English.

Starting in the first grade, children now are being taught to speak both languages. From the third grade on the youngsters will also be taught to read and write Spanish so that by the time they reach junior high school they will be almost bilingual.

Jonathan L. Booth, supervisor of elementary schools, says the Spanish program is not cutting into the time devoted to any other subject, but is part of a moment in the southwestern states "to acquaint English-speaking students with Spanish and to create a better understanding between English- and Spanish-speaking peoples."

Booth reports similar programs in Texas, New Mexico, California and Florida.

Grins Between Grinds

LITTLE FEET

The patter of little feet was heard on the stairs. The party hostess motioned for silence. "Listen," she cooed. "The children are going to deliver their good night message."

There was a moment of hushed expectancy. Then: "Mom, Willie found another bed bug."

ZOO NOTE

"Now, Sandy," the teacher said, "tell me where the elephant is found."

The boy hesitated for a moment, then his face lighted up. "The elephant, teacher,' he said, "is such a large animal it is scarcely ever lost."

DEFLATION

One January day Robert returned from school with his report card for his mother's inspection. "But, dear," she said, "what is the trouble? Why have you such poor grades this time?"

"There's no trouble, Mom," was the reply. "You know things are always marked down after the holidays."

THE POOR INCURABLE!

The prim old lady was given the first glass of whiskey she had ever tasted. After sipping it for a moment she looked up with a puzzled air.

"How odd!" she murmured. "It tastes just like the medicine my husband has been taking for the last twenty years!"

FACING THE HOME FOLKS

"I just got out of prison this morning," a traveler told a man on a train. "Its going to be tough, facing old friends."

"I can sympathize with you," commiserated the other. "I'm just getting home from the State Legislature."

C.O.D.

TEACHER: If your mother is shopping and finds she has left her purse at home, she may ask the clerk to send the parcel C.O.D. What do these intials mean?

BRIGHT BOY: Call on dad.

SOLEMN MOMENT

"Where did I come from, Mother?" inquired a six-year-old, just home from his first day at school.

This is it, thought his mother. She had read widely on the subject and knew exactly how to unfold the story of the birds and bees.

So the mother told all. Then, curiously, she awaited his reaction.

"I just wondered," the child said, "the boy who sits in front of me at school comes from New Jersey."

JUST OLD ENOUGH

On the first day of school the teacher asked each first-grader to tell how old he was. Frankie's reply, "I don't know, but I got old enough yesterday to come to school today."

BLACKER STILL

After inspecting the junior class, the teacher discovered that little Robert's hand was dirty. Turning to the assembled pupils, he exclaimed: "If any child can show me a dirtier hand than this one, I won't punish Robert."

Silence prevailed. It was broken when Robert blurted out: "Please, Teacher, take a look at my other hand."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

American Book Company
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Allyn and Bacon, Boston, New York,
Chicago, Atlanta, San Francisco, Dallas

Ginn and Company
Boston

Henry Holt and Company
New York

Houghton Mifflin Co.
Boston

The Macmillan Co.
New York

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St. Louis, Missouri

John C. Winston Company
Philadelphia, Pa.

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